

# Katherine Semar Schools

## Personal, Social, Health Economic Education (including Relationships, Sex and Health Education) policy



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|------------------|---------------|
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At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

## **INTRODUCTION**

Katherine Semar Schools considers Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) to be integral to our INSPIRE curriculum and to pupils' preparation for life in modern Britain. We offer a carefully planned, age-appropriate programme that develops pupils' knowledge, skills and attributes to keep themselves healthy and safe, build positive relationships, and thrive academically and personally. Our programme is structured using the Jigsaw 3–11 PSHE scheme, which integrates statutory Relationships Education and Health Education requirements and provides a mindful, whole-school approach.

### **OUR AIMS IN PSHE AND RSE – What do we want to do?**

Provide a safe framework for sensitive discussions and thoughtful exploration of personal, social and health topics.

Prepare pupils for puberty and the physical and emotional changes of growing up; promote health and hygiene.

Develop emotional literacy, self-respect, confidence, empathy and resilience.

Create a positive, respectful culture around relationships and diversity, challenging stereotypes and bullying.

Teach correct vocabulary to describe bodies, feelings and relationships; build oracy for respectful dialogue.

Equip pupils with skills for decision-making, risk management and help-seeking (online and offline).

Promote pupils' understanding of families, friendships and respectful, kind relationships, including online.

Ensure pupils know how to keep safe, recognise unsafe situations and seek help; understand consent and personal boundaries.

Promote understanding of media and online influences on health, body image and wellbeing.

### **OUR IMPLEMENTATION – How will we achieve our aims?**

#### **Long-term curriculum plan**

PSHE is taught through a dedicated, timetabled lesson each week and embedded across school life.

We tailor content to the needs of our pupils and local context, using distancing techniques and age-appropriate resources.

Skills and attributes developed include resilience, self-esteem, critical thinking, teamwork and risk management.

We explicitly teach Zones of Regulation to support emotional and sensory regulation, executive functioning and social cognition, moving pupils towards independent regulation.

Our six core values underpin all learning: be kind, be respectful, be confident, be resilient, be curious and be positive.

### **The Jigsaw Approach: A Whole-School Framework**

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

**Emotional literacy at the core** - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

**Mindful practice** - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

**Connection and community** - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

**Developing skills for respectful dialogue** - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

**Age-appropriate spiral curriculum** - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

**Interactive, participative teaching** - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

### **The Six Jigsaw Puzzles**

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

#### **The Six Jigsaw Puzzles (Whole-School Overview)**

| Term     | Puzzle                 | Key content focus                                                                  |
|----------|------------------------|------------------------------------------------------------------------------------|
| Autumn 1 | Being Me in My World   | Identity, rights and responsibilities, class/school community, democracy.          |
| Autumn 2 | Celebrating Difference | Respecting diversity, challenging stereotypes, bullying and friendship.            |
| Spring 1 | Dreams and Goals       | Aspirations, setting goals, perseverance, working collaboratively.                 |
| Spring 2 | Healthy Me             | Physical and mental health, healthy choices, substances (age-appropriate), safety. |

|          |               |                                                                                                                              |
|----------|---------------|------------------------------------------------------------------------------------------------------------------------------|
| Summer 1 | Relationships | Families and friendships, communication, conflict resolution, loss and bereavement.                                          |
| Summer 2 | Changing Me   | Life cycles and human growth, body image, puberty, managing change; in UKS2, human reproduction (see Sex Education section). |

*This is the usual term each year group teach these areas but this can change so see long term plans for each year group if required.*

### **Learning Outdoors: Connecting PSHE to Our Environment**

*“Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.”*

DfE RSHE Guidance 2025, para 40

We recognise the significant benefits of outdoor learning for children's wellbeing, mental health, and sense of connection to the world around them. Statutory guidance emphasises the importance of time outdoors for happiness and wellbeing, and we actively incorporate outdoor experiences into our curriculum provision.

- Experience the wellbeing benefits of time in nature
- Develop a sense of connection to and responsibility for the environment
- Apply PSHE learning in different contexts, strengthening understanding
- Build confidence, independence and collaborative skills through outdoor challenges
- Understand the relationship between environmental health and personal health

We use our school grounds and local outdoor spaces to enhance PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts. This is developed in our outdoor and adventurous element to our PE curriculum which includes either a residential or opportunity to take part in forest school in every year group.

Teachers plan regular opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

### **Beyond the Classroom: Embedding PSHE in School Life**

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Zones of regulation taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.

## **STATUTORY REQUIREMENTS**

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating

- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

By the end of primary school pupils will understand (summary):

### **Relationships Education:**

Families and people who care for me; characteristics of healthy family life; marriage/civil partnerships as legal commitments; recognising unsafe family situations and seeking help.

Caring friendships; characteristics of healthy friendships; resolving conflicts kindly; managing peer influence.

Respectful relationships; self-respect and respect for others; bullying and stereotypes; privacy and boundaries; consent in an age-appropriate context.

Online relationships; safe, respectful behaviour online; protecting personal information; recognising and reporting concerns.

Being safe; understanding that each person's body belongs to them; appropriate and inappropriate contact; reporting concerns with confidence.

### **Health Education:**

Mental wellbeing; recognising, talking about and managing feelings; self-care and help-seeking.

Internet safety and harms; screen time; being discerning about online information and influences.

Physical health and fitness; benefits of exercise and sleep; risks of inactivity.

Healthy eating; what constitutes a balanced diet; dental health.

Drugs, alcohol, tobacco and vaping (age-appropriate risks and facts).

Health protection and prevention; hygiene and germ transmission; sun safety; immunisation and vaccination facts.

Basic first aid; contacting emergency services; common injuries including head injuries.

Changing adolescent body; puberty (including menstruation) before onset; correct names for body parts.

## **SEX EDUCATION AT KATHERINE SEMAR SCHOOLS**

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Katherine Semar, our approach to sex education is:

### **Sex Education as part of PSHE (subject to parental withdrawal)**

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

### **Parent Engagement and the Right to Withdraw from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with a member of teaching staff. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

**Where a parent requests withdrawal, we will:**

- We may arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by curriculum information letters at the start of the each term, holding parent information sessions when introducing changes to our curriculum and making materials available for viewing on request.

**Building Foundations for Secondary RSHE**

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.

- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

## **TEACHING AND LEARNING INCLUDING DELIVERY OF THE CURRICULUM**

RSE and Health Education are taught primarily through our PSHE curriculum, using Jigsaw lessons that embed mindfulness, emotional literacy and social skills. Each Jigsaw Piece (lesson) has clear learning intentions and builds sequentially across the school year and through the year groups.

We take an interactive, participative approach using discussion, role-play, problem-solving and creative activities. Distancing techniques are used when exploring sensitive issues, and content is adapted to the developmental stage and needs of each class.

PSHE learning is reinforced through assemblies, the behaviour and relationships policy, playground support and everyday interactions. The Jigsaw Learning Charter in each class underpins a safe, respectful environment for discussion.

### **Pupils with Special Educational Needs and Disabilities (SEND)**

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

### **Inclusive Practice and Equality**

We comply with the Equality Act 2010 and the Public Sector Equality Duty. Our curriculum presents families in many forms. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families

- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

Throughout PSHE we challenge harmful stereotypes (including gender stereotypes) and promote respectful, kind relationships. Age-appropriately, pupils learn that everyone deserves respect and has rights protected by law. Our focus at primary level is on treating all people with dignity and challenging unkind or discriminatory behaviour.

### **Respecting Religion and Belief**

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

### **Safeguarding, Confidentiality and Support**

PSHE contributes significantly to safeguarding by teaching pupils to recognise unsafe situations, understand that abuse is never their fault, and know how to seek help. Staff never promise confidentiality; disclosures are recorded and reported to the Designated Safeguarding Lead in line with our Child Protection policy.

Pupils are taught about trusted adults and sources of support inside and outside school (including emergency services and age-appropriate helplines). Seeking help is promoted as a positive step.

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

### **Managing Disclosures and Concerns**

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children.

### **Signposting to Support**

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

### **Assessment**

Teachers use a range of formative strategies to assess knowledge, understanding and skills (e.g. observation, discussion, pupil self-reflection and review of work).

We use MAPP (Mapping attainment and progress for pupils) to assess progress against our INSPIRE curriculum expectations and the National Curriculum where relevant. Assessment information informs planning and is shared with leaders and parents as appropriate.

## **OUR MONITORING – How will we monitor the effectiveness of our PSHE and RSE policy?**

Lesson observations and learning walks by senior leaders and subject coordinators, with feedback informing CPD and development planning.

Analysis of MAPP outcomes and other assessment information to evaluate impact and inform school development planning.

Participation in the Essex SHEU (Schools Health Education Unit) health and wellbeing survey where available; analysis informs priorities.

Work scrutinies undertaken by coordinators, SLT and whole staff.

Pupil conferences/mentoring (Years 2–6) supporting pupil voice, reflection and target-setting.

Governor monitoring visits aligned to the monitoring, evaluation and review cycle.

Pupil interviews to gather views on their PSHE experience and perceived impact.

## **Roles and Responsibilities**

### **The Role of Parents/Carers**

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

### **The Role of the Headteacher**

Ensure staff and parents are informed about this policy and that it is implemented effectively.

Ensure staff are appropriately trained to teach PSHE/RSE sensitively and confidently.

Monitor provision and report to governors; manage requests for withdrawal from sex education.

### **The Role of Staff**

Deliver PSHE/RSE sensitively, model positive attitudes, and respond to individual needs.

Monitor progress and manage disclosures in line with safeguarding procedures.

All teaching staff are responsible for teaching PSHE/RSE.

### **The Role of the Governing Body**

Approve this policy and hold the headteacher to account for its implementation.

### **The Role of Pupils**

Engage fully in PSHE/RSE lessons and treat others with respect and sensitivity.

### **Working in Partnership with Parents and Carers**

We communicate curriculum information regularly (e.g. termly overviews/knowledge organisers) and provide opportunities for parents/carers to view teaching materials. Parent information sessions may be offered for sensitive content such as puberty and sex education.

Parents/carers can request to view lesson resources in school with a member of staff who can explain delivery and adaptations.

### **Supporting Our Teachers**

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
  - Using the Jigsaw programme effectively
  - Teaching sensitive and controversial topics
  - Managing difficult questions and discussions
  - Safeguarding and responding to disclosures
  - Creating safe, inclusive classroom environments
  - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.

- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

### **Creating Confident, Skilled Practitioners**

We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

### **Links to Other Policies and Curriculum Areas**

Safeguarding & Child Protection, Behaviour, Anti-Bullying, Online Safety, Equality & Diversity, SEND, Health & Safety, and Science policies.

PSHE learning is reinforced through Science (human biology, life cycles), Computing (online safety), PE (physical health & teamwork), RE (values and diversity), and Literacy (texts exploring relationships and wellbeing).

### **Policy Development, Review and Approval**

The policy will be reviewed annually to reflect statutory guidance, Jigsaw updates and emerging pupil needs.